

Name: \_\_\_\_\_

**Slave Resistance**  
**Student Photo Analysis**  
**Activity Packet**

Historical Context:

During the periods between 1850 and 1860 American abolitionists aided and encouraged African slaves in escaping the cruelties of southern plantation life.

Document Analysis #1:

Ozella McDaniel William's translation of a slave quilt, *Hidden in Plain View, A secret story of quilts and the Underground Railroad*.

[http://artoftheundergroundrailroad.weebly.com/uploads/1/9/7/0/19702975/7052500\\_orig.png](http://artoftheundergroundrailroad.weebly.com/uploads/1/9/7/0/19702975/7052500_orig.png)

1. What was Ozella attempting to communicate to slaves in her quilts?

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2. Why would Ozella use this method of communication with slaves?

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Lyric Analysis #2:

Secret Messages: Slaves expressed their desire to escape slavery in their songs. Most whites thought many of the words were about Bible stories-which they were.

**Go Down, Moses**

When Israel was in Egypt land;  
Let my people go;  
Oppressed so hard they could not stand;  
Let my people go.

1.What event in the Bible does “Go Down, Moses” talk about?

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Chorus:  
Go down, Moses,  
Way down in Egypt land,  
Tell ole Pharaoh  
To let my people go.

2.What were African slaves saying about their intentions in this song?

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No more shall they in bondage toil,  
Let my people go;  
Let them come out with Egypt’s spoil,  
Let my people go.

3.Who is being sung about in “Moses?”  
How does this person relate to the words in the song?

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(Chorus)

O’twas a dark and dismal night,  
Let my people go;  
When Moses led the Israelites,  
Let my people go.

(Chorus)

The Lord told Moses what to do,  
Let my people go;  
To lead the children of Israel through,  
Let my people go.

(Chorus)

Grade 7 History of the United States and New York  
Unit 5: A Nation Divided and Reunited  
Lesson 3: Resistance to Slavery

Document #3

Eliza Harris's daring escape as told in Harriet Beecher Stowe's 1852 fictional novel, *Uncle Tom's Cabin*.



Eliza was the property of a slaveholder in Kentucky, who lived near the Ohio River. Her master and mistress treated her kindly, but one day her master delivered some bad news. He was in some financial trouble and was planning to separate Eliza and her young child. Eliza decided to try to escape north.

Eliza left at night, after everyone had gone to sleep, with her young child in her arms. She headed straight for the Ohio River. At that time of year, the river was normally covered with ice. Eliza planned to cross over on the ice, but when she got to the river, she discovered the ice was all broken up. Sheets of ice were floating this way and that way. She decided to go to a nearby house and was able to hide away from the daylight hours.

The next night, she bundled up her child and stepped out onto the ice. As sheets of ice would give way, Eliza set her baby on the next one and would follow the best she could. Moving along the Ohio River, wet and cold and sometimes struggling not to drown.

When she was close enough to shore, a man who had heard the commotion reached out and pulled her out of the river. He directed her to the closest Underground Railroad station a few miles away. Eliza and her child then journeyed from station to station, sometimes joined by other fugitive slaves. They eventually reached Sandusky, Ohio, where she crossed Lake Erie to Canada.

-adapted from *Uncle Tom's Cabin*

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1. What evidence from the above text shows the dangers Eliza Harris faced during her daring escape north?

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2. How did Harriet Beecher Stowe's *Uncle Tom's Cabin* help change public opinion on slavery?

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Map Analysis #4:  
Routes of the Underground Railroad



<http://www.bing.com/images/search?q=Underground+Railroad+Routes&FORM=RESTAB#view=detail&id=7ED8A3B09D28243628A862A5FF8C6DA64B4CC876&selectedIndex=20>

1. In what general direction did the above routes take?

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2. How did geographical features contribute to the organization of the above routes?

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Drawing Analysis #5:  
Portrait of Harriet Tubman



<http://quotesgram.com/quotes-of-slaves-being-hit/#jTHCSsTBNG>

1. Using the above cartoon, identify the many accomplishments of Harriet Tubman.

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